

THE IDENTIFICATION OF REINFORCEMENT USED BY ENGLISH TEACHER FOR STUDENTS WITH *AUTISM SPECTRUM DISORDER (ASD)*

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Abstract

Students who has special needs, need to be taught with special education. The fact is students with special education cannot put in the class with students in general school especially in the learning activity. One of the students with SEN that needs more attention during the classroom activity is Autism Spectrum Disorder (ASD). In this case, using kinds of reinforcements as a strategy to manage student's behavior and also catch student's attention during the learning process is needed. Therefore, this study aims to identify types of reinforcement usually used by the English teacher at SLB Negeri 1 Denpasar, in order to reveal what kind of reinforcement that usually used by the English Teacher for students with ASD and how the implementation of the reinforcement used. This research utilized a qualitative approach and descriptive method. The subject of this study was one English teacher at Sekolah Luar Biasa (SLB) Negeri 1 Denpasar. The data collection using reinforcement checklist, interview guide, and audio recording. This research showed, there are 3 types of reinforcement the teacher usually used, such positive verbal reinforcement, positive non-verbal reinforcement, and tangible reinforcement. The Implementation was looking at the students need such: attract students' interest, appreciation and control students' behavior.

Keywords: Special Education Needs (SEN) students, Autism Spectrum Disorder (ASD), and Reinforcement

INTRODUCTION

Students who have special education needs cannot be gathered with general school students in terms of doing the learning activities in the classroom (Swain, 2014). (Alkahtani, 2016) supported that students with Special Education Needs (SEN) need to be taught with special education. He also said that special education is a mixture of education and psychology. It means, special education a learning strategy that put teaching technique and psychology in the same place as teaching technique where, special education is more purposed for students with Special Education Needs (SEN).

The teacher who teach students with SEN should master teaching technique and psychology. (Padurean, 2014) state that in special education class, there is more than one teacher with different role, the other teacher was named as supporting teacher. He also stated that supporting teacher has an important role as students' governess when one of the students who was confuse during the class, sometimes they will playing with the students during the activity, and also can be counsel the students when it is needed. Based on (Friend & Bursuck, 2012), there are thirteen types of students with SEN: Learning Disability, Speech or language Impairment, Mental Retardation, Emotional Disturbance, Hearing Impairment, Visual Impairment, Deaf-blindness, Orthopedic Impairment, Traumatic Brain Injury, Other Health Impairment, Multiple Disabilities, Developmental Delay and the last is Autism Spectrum Disorder.

Autism spectrum disorder is a nerve development disorder that affect the communication skills, and also show repeated behavior, (Ousley & Cermak, 2016). (Rezvani, 2018) state that students with autism usually more difficult in learning language because, students with autism tend to have low communication skills and understanding. She also state that every students have different needs in the learning process, therefore, teacher should find the best possible way to teach and encourage students in the learning activities. By implementing good teaching technique, the teacher have a chance and easier to build students' good behavior in learning process. (Deleon et al., 2014). He also state that, parents, caregivers, clinicians, teacher and supporting teacher usually uses reinforcement in term to improve students' good behavior. Reinforcement is a strategy used by the teacher to build students good behavior, motivate students to learn and make students participated in the classroom activities, (Pratiwi, M. B. A., Sudirman., Adnyani, 2018). It is also supported by (Kinyanjui & Aloka, 2015), Applying appropriate Reinforcement in the classroom activity increased students to build their good behavior.

This present research is conducted to find out kind of reinforcement that usually used for students with Autism Spectrum Disorder (ASD). There are two types of reinforcement, positive reinforcement and negative reinforcement (Hoque, 2013). The common reinforcement used by the teacher in term to appreciate student's good behavior is positive reinforcement while negative reinforcement was given when the students show misbehavior (Pratiwi, et al., 2018). She also state that negative reinforcement encourage students to change their misbehavior to be better, while positive reinforcement motivated students to do another good behavior. (Schuetze, Rohr, & Dewey, 2017) found that, giving reward as a good reinforcement affect students physiological, behavioural and neural response. He also states that, teacher can learn student's characteristics while giving reward as a good reinforcement.

The research emphasized to know what types of reinforcement that usually used for autistic students and how the teacher implemented kind of reinforcement for autistic students at SLB Negeri 1 Denpasar.

METHOD

Descriptive qualitative analysis with a qualitative design was implemented for this research. This research was take a place at SLB Negeri 1 Denpasar as the set of data collection, there are more than 200 students with autism in this school. The classes that use was VII C and X C classes. To collect the data, the instrument used were, reinforcement checklist and interview guide that involved 19 questions on reinforcement checklist and 4 questions for interview guide.

FINDING AND DISCUSSION

The data on this research were analyzed descriptively, through the interview and reinforcement checklist the common reinforcement that are used by English teacher for students with Autistic students could be seen in table 1.

Table 1 Reinforcements Used by English Teachers

No	Reinforcement	Category of Reinforcement	Implementation	Teachers Expression
1	Praise	Verbal Positive	When one student helps other students When the students perform well After checking students works	<i>You're so nice.</i> <i>Good Job</i> <i>Well done</i>
2	Praise	Non-Verbal Positive	When teacher gives score announcement	Thumbs up Clapping hand Smile
3	Tangible	Positive	Only the best student or group is given tangible reinforcement. Usually given at the end of test or meeting	Giving stickers

It can be seen that, in reinforcing the students, the teacher usually uses praise and tangible reinforcement, the category of the reinforcement are, verbal positive reinforcement, non-verbal positive reinforcement and the last is tangible reinforcement.

In verbal positive reinforcement, the teachers expressed their praise to the students by saying *you're so nice*, *good job*, and *well done*. The teacher said that, applying reinforcement for autistic students are different, as long as the students doesn't bother their friend in the classroom activity, the teacher appreciate it by giving reinforcement for example "*Very good Dani, you pay attention for the class today*". In any case, it is very difficult for autistic students to be calm in the classroom activity, therefore when students starts keep calm and give a little attention, it should be appreciated by giving reinforcement. It is in a line with (Deleon et al., 2014) and (Adibsereshki, Sciences, & Ashori, 2014) which states that reinforcement given for the students expected increase students' response during the learning process and make students more motivated to join the activity in class. In non-verbal reinforcement the teacher showed it through thumbs up, clapping hand, and facial expression such as smiling. It is based on students situation which very difficult to have long term focus, by giving non-verbal reinforcement, it stimulate students to pay more attention toward the teacher. The use of positive tangible reinforcement also take important role for appreciating students' good behavior. The example of sticker given for the students are shown in Figure 1.



Figure 1. Stickers as Tangible Reinforcement

In giving sticker as tangible reinforcement, the teacher usually uses different types of sticker and explain the different to the students, the students who have a good behavior and actively participate in the classroom activity gets the better sticker, while passive students only get standard sticker. The teachers believe that this reinforcement is able to motivate the students doing positive thing in the classroom. The sticker cannot change students' behavior in a short period of time, every little thing in the classroom activity need process, this kind of small act make the students build their interest in the learning activity. In another way, the teacher used sticker to make the students doing good behavior, for example Students A asking for the nicer sticker that she gets before, the teacher asking the students read the material on the book first so their friend can pay attention to her, after the students finish reading the material, the teacher gave and allow her to choose which sticker that she wants.

The implementation of reinforcement for autistics students quite different, the teacher were asked mainly on the importance and the reason of giving reinforcement to the students with ASD. There were 3 themes identified in relation to the implementation of reinforcement for students with ASD, 1). Reinforcement is given to attract students' interest, 2). Reinforcement is given as a form of appreciation, 3) Reinforcement is given to control students' behavior. Based on the table interview there were the main reason in giving Reinforcement to attract students' interest. More detail responses could be seen in table 2, 3, and 4.

Table 2 Reinforcement Is Given to Attract Students' Interest

Teacher	Response
Response 1	<i>when the student have a desire to join the classroom activity and may be interact with the teacher or other students, it should be given an appreciation, the teacher should choose any kinds of reinforcement for this situation, show them that what they have done is something that need to be repeated.</i>

Teacher	Response
Response 2	<i>Maintaining students with autism attention is very difficult and usually rarely last long, for some situation the students will give their attention to the teacher for about 5 minutes, after that their attention will be distract by another thing that they find interesting In this kind of situation, reinforcement that have a purpose to attract students 'attention is important.</i>
Response 3	<i>There are situations where the students doesn't give teacher attention in the classroom activity, when they are able to refocus and give their attention to the teacher, they should be given appreciation.</i>

From Table 2, the reason of using reinforcement is to attract students' interest in the learning process. The teacher realize that, autistics students hardly focused on something more than 5 minutes, and cannot being force while doing something, even hardly making eye contact with others. According to (Friend & Bursuck, 2012) students with autism have problems with social interaction, they cannot be forced suddenly, and sudden change makes them lose control of themselves. Therefore, the teacher better giving the students another activity and still related to the material, while their friend joining the classroom activity, the teacher are required to be as creative as possible.

Table 3 Reinforcement Is Given as a Form of Appreciation

Teacher	Response
Response 1	<i>In a classroom situation it would be very difficult to have only one activity, this is what something the teacher needs to pay attention to, the teacher should understand the situation and applying appropriate reinforcement, some students will focused doing an activity that they found interesting, therefore in this situation the teacher can making any sounds by clapping hands, or show them something interesting to attract students' interest, therefore the teacher required to be as creative as possible.</i>
Response 2	<i>Some condition shows that, several students will be difficult to deal with, hard to get their attention or sometimes quite hard to talk with, in this situation the teacher can sometimes give another shock by calling their name but still in the smooth tone, giving something colorful or another thing that can catch their attention, the teacher needs to understand every students characteristic, so this is like the way of the teacher get the attention and how student wants to pay attention.</i>
Response 3	<i>Some students might difficult to concentrate in the classroom activity, sometimes they will disturb their classmates who are studying, in this case the teacher can give that students special activity, such as drawing an lustration, or doing another thing that related to the material, therefore that students will not disturb other students who is studying.</i>

In the interview, the teacher mentioned that students with ASD are difficult to control. The teacher mentioned that focusing the students to the learning process is quite challenging for the teachers. Therefore, when the students are focused on the learning, the teachers appreciated it by giving reinforcements. It is shows that, the teacher should pay more attention toward ASD students in term of teaching activities, the teacher usually paying attention about every students' positive behavior and give reinforcement about it, from this situation the teacher easily learn every students behavior in the learning activities.

Table 4 Reinforcement Is Given to Control Students' Behavior

Teacher	Response
Response 4	<i>In any condition, a student might have a tantrums, indirectly this situation will affect others' students attention, they might become restless and the worst condition, they will have tantrums too. In this situation, the teacher are allowed to give punishment or actions to protect other students and their friends in that classroom and save them from getting hurt. Therefore, applying negative reinforcement for positive purpose is avoided, but still at safe action.</i>

From Table 4, the teacher mentioned that reinforcement is given to control students' behavior. There was certain situation when the students are out of control. Their behavior may disturb and harm other students. In dealing with this situation, the teacher mentioned that reinforcement is necessary. However, they need to carefully use the appropriate reinforcement so the students do not feel disengaged. When the teacher cannot handle students misbehavior, the teacher usually try to make the students understand about what they have done, autistic students cannot be force by giving loud voice or negative reinforcement, it is only make the students keep their distance from the teacher. The teacher said, the worst thing that they have done to the students is "keep them down" while they are tantrum, it is because, if the teacher doesn't did it, the students can affect and injuring another students.

CONCLUSION AND SUGGESTION

The result revealed that the English teacher at SLB Negeri 1 Denpasar uses 3 types of reinforcement for autistic students and 3 themes identified in relation to the implementation of reinforcement. Those 3 types of reinforcements are, Positive verbal reinforcement (*you're so nice, good job, and well done*), Positive non-verbal reinforcement (*thumbs up, clapping hand, and facial expression such as smiling*), and Positive tangible reinforcement (*a sticker with different meaning*). 3 themes of implementing reinforcement are, reinforcement that given to attract students interest, riving reinforcement in order to appreciate student's good act, reinforcement that given to control students' behavior.

The result of this study were expected to guide the teacher to be more creative when giving reinforcement for autistic students, and also it gives the teacher another way to manage student who have extreme behavior in the classroom activity. Hopefully by implementing a suitable reinforcement for autistic students, it makes the students more conformable with the teacher and it makes the students more open or wants to pay

attention to the teacher. This research were done when the situation is not very supported, the pandemic of corona appear and there are so many limitation of data collection, the data were collected by the interviewing the teacher. Hopefully this kind of topic will be recreate by the other researcher with the better situation.

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